

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Business – Finance (co-op / non co-op)

2012

BFN4 Curriculum Modification for 2013-14

Fanshawe College

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Course/Program Curriculum Changes: Principles

Program Title:	Business - Finance	
Program Alpha & Number:	BFN 4 & BFNS	
Effective Catalog Year:	2013 / 14	
Late Request:		

Reviews are likely to be a response to currency, flexibility and access issues. This review should:

- Clearly describe the reasons for and benefits of the change; *Review 2009*
- Answer the questions regarding the effects of the changes – see Program/Curriculum "Rationale"



Note: The Faculty Dean must approve the changes at this point before any further work is to be done. Part of this approval will require that program mapping has been completed – see Note for #2 and #3 below. It may also require VPA's Office approval if significant changes are being proposed.



Changes must be to the benefit of the student with no disadvantages; therefore, if courses needed to complete the program are no longer offered, the School must develop a viable pathway to graduation.



Quality assessment of existing programs is achieved through continuous monitoring by the program team.



Reviews validate that the program learning outcomes are relevant/current and that they continue to be met by the graduation requirements in the program.



The essence of a program is represented in its learning outcomes; the graduation requirements identify the courses & activities whose successful completion is necessary to the mastery of the learning outcomes.



Process should be lean – no unnecessary new steps.



Once students start a program in a specific catalog, no changes to that degree audit may be made, e.g., a course change is proposed for third level. December 1st, 2010 for 2011/2012 catalogue means the new course would not be delivered until September 2012.



Changes must be documented – retained by the School as well as archived with the Office of the Registrar.



Communication of changes must be made to all affected stakeholders.

Comments:

Recommended for Approval

☒ Yes

☐ No

Signature

Jacy Gelles

Date

Jan 3/13

PROGRAM/CURRICULUM "RATIONALE FOR CHANGES"

RECEIVED

NOV 29 2012

REGISTRAR

All requests for changes to programs of instruction must be submitted to the Registrar's Office by December 1st each year for changes to be implemented for the following September intake. All changes require the approval of the Dean and possibly the VPA's Office, if significant.

REMINDER: We need to ensure that changes are made properly and in a timely manner to: maximize student success; optimize employment preparation; meet all quality and integrity responsibilities to MTCU, PQAPA and our Board of Governors; and meet community expectations.

- ➔ The **Program/Curriculum "Rationale for Changes"** should be completed using this template and all areas must be completed. An electronic copy of this document should be submitted to the Registrar's Office.
- ➔ The Dean/Chair responsible for the program should consult with other affected schools and obtain the appropriate sign-offs on a paper copy of this document. Once all consultations and sign-offs have occurred, the paper copy should be submitted to the RO
- ➔ Course Request Forms must also be submitted electronically to Strategy and Planning for all new courses. These will be forwarded to Scheduling following approval of the changes by the Dean and possibly the VPA's Office.

1.0 Program Requiring Changes

Program Title:	Business – Finance	
Program Alpha & Number:	BFN4 and BFN5	
Effective Catalog Year:	2013 14	

Please answer each of the questions below, if applicable. Missing or incomplete information may delay approval and/or implementation of the proposed changes.

2.0 Rationale for Changes

2.01 Provide a brief description of the reasons for the proposed changes.

Replace FINA-1011, Investment Management (3 hours), with FINA-3XXX, Portfolio Management (4 hours)

Increase in Hours:

- FINA-1011, which has been offered as a three-hour course for over 30 years, should be replaced with a four-hour course to accommodate the required curriculum of two external regulating bodies.
- This course must meet the curriculum requirements of two professional associations:
 1. Financial Planning Standards Council for the Certified Financial Planner (CFP) designation – Asset Management category of licensing exam
 2. Canadian Securities Institute for the Canadian Securities Course (CSC) – Volume II of the CSC exam
- As an approved partner with both bodies, Fanshawe has a responsibility to deliver the curriculum to remain in compliance with expectations.
- To meet the curriculum requirements of the above bodies, which have increased in scope and complexity over the years as regulation has increased, and adequately prepare

students for these external licensing exams, the course must be increased to four hours.

- FINA-1011, offered in Level 4, is the second of two courses that together meet the curriculum requirements for the Canadian Securities Course. The first course, FINA-3032 offered in Level 3, covers Volume I of the CSC curriculum is a four-hour course. The second course, FINA-1011 offered in Level 4, covers Volume II of the CSC curriculum, arguably the more difficult half of the curriculum as it focuses on investment analysis, valuation and portfolio management, typically more challenging concepts.
- A parallel course in the Professional Financial Services graduate certificate program covering the same content but at a higher level, is a four-hour course, which has proven to be adequate.
- We anticipate an increase in the student participation rate for the CSC II exam with an increase in hours and an improvement in student performance in the Asset Management category of the CFP exam.
- The participation rate of FSP students in the CSC Volume II exam is 80% (four-hour prep course), while the participation among BFN students is typically 50% (three-hour course).
- Furthermore, more BFN students are writing the first exam than are writing the second.
- Finally, at the most recent Program Review (2009), industry representatives suggested Fanshawe require students to pass licensing exams as a condition of graduation; while we are not able to do that, we can ensure we better prepare them to write and pass the exams by adequately covering the required curriculum. (One-Year Report attached.)

Change in Course Code:

- FINA-1011 should be assigned a numeric code that reflects the level of learning as it is not and introductory-level course.
- FINA-1011 covers Volume II of the CSC curriculum in Level 4; FINA-3032 covers Volume I in Level 3.
- Both courses should be at the 3000-level to indicate comparable levels of learning.

2.02 Students

- Are changes a response to student feedback? Or our Programs Data Report - Weak Factors? (summarize how changes address this issue)
Proposed changes are a response to indirect student feedback in that the lower participation rate in CSC II exam among BFN students indicates that students do not feel adequately prepared to write the exam. In addition, BFN students are achieving lower grades in the Asset Management category of the CFP exam.
- How will changes affect student learning and success? (describe evidence to support this)
We anticipate a positive impact on student learning and success, specifically with regard to external exam outcomes. Currently, the CSC I exam has a similar pass rate for the diploma and grad students; both programs offer a four-hour preparatory course. The results for the CSC II exam show a 16-point differential in pass rates, with the grad students having significantly more success; the grad students have the benefit of a four-hour course. We would expect this gap to decrease with the increase to a four-hour course in the diploma program. We would also expect that student performance would improve in the Asset Management category of the CFP exam with an increase in course hours.
- How will changes affect cost of the program for students? (e.g., materials fees; equipment fees - laptop program; OSAP implications)
No change in cost to students.
- How will changes affect the flow of the program?
No change in flow.

2.03 Relationship of Program to Industry

- How do changes reflect trends in the field or in industry? (Provide data regarding industry and/or professional trends.)

The proposed change reflects the external curriculum requirements of both the Financial Planning Standards Council and the Canadian Securities Institute. The trends in the field relating to increased regulations have a direct impact on the curriculum that must be covered in order to prepare students to pass the CSC and CFP exams.

2.04 Program Learning Outcomes

- How do the changes align with Ministry outcomes? (Provide a copy of the completed program map indicating gaps/overlaps that are being corrected)
The proposed changes align with Ministry program outcomes - revised program map attached.

2.05 Relationships with Other Fanshawe College Programs

- Is this course in a laddered program or part of any other Fanshawe College program?
No

2.06 Relations with Other Post-Secondary Programs

- How will the changes affect transfer agreements with other post-secondary institutions?
- What discussions have been initiated with these institutions regarding the changes?
No change as articulations agreements are based on completion of credential, not completion of specific courses.

2.07 Changes on Fit of Program with general College Requirements for Programs

- How do changes affect the fit of the program with the College's strategic plan, program mix, general education requirements, marketing?
Proposed changes improve the fit of the program with College's strategic plan, specifically addressing two strategic directives: 1) Pursue excellence in learning, teaching and service and 2) Encourage and enhance student success.
Proposed changes present opportunity of improved fit of the program with marketing with an increase in hours in a critical course linked to completion of professional credential.
- Are changes consistent with Colleges policies/practices? (Identify specific areas where policies/practices need to be altered if program changes approved.)
Proposed changes are consistent with College policies and practices:
 - Compliance with curriculum requirements of external licensing bodies is College practice; an increase in hours enables us to remain in compliance with industry expectations.
 - Assigning numeric codes to courses to accurately level of learning is consistent with the College "Principles of New Course Number Creation."

3.0 Consultation Regarding Proposed Changes

3.01 Consultation With Program Advisory Committee

- Indicate feedback from the program advisory committee regarding the changes.
This increase in hours from three to four hours is consistent with the feedback received by industry representatives. At the most recent Program Review (2009), panel members recommended that Fanshawe require students to pass external exams as a condition of graduation. While this is not possible; the recommendation underlines the importance of external credentials to employers. An increase in hours will allow us to better prepare students to successfully complete external exams and achieve those credentials.

3.02 Consultation With Other Programs/Schools/Services

- What programs/schools/services have been consulted? NA
- What feedback and suggestions have been offered through consultation? NA

4.0 Resource Implications of Proposed Changes

4.01 Staffing

- Outline all staffing consequences, both for the program and related areas.

Proposed change will add one additional hour per week of teaching in the Winter semester which can be accommodated by existing FSP full-time and non-full-time faculty.

4.02 Services

- Outline all consequences on other areas. NA

4.03 Space or Technology Requirements

- Outline how changes affect space and/or technology requirements.
Proposed change will require one additional hour per week of classroom space. Scheduling the course in two two-hour blocks will make timetabling more manageable; blended and/or online options are also under discussion but not anticipated for 2013/14.
No impact on technology requirements.

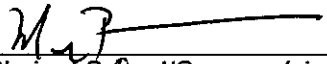
4.04 Budgetary Implications

- Outline budgetary implications (include consequences on other schools such as increase/decrease in teaching hours required)
Proposed change will increase teaching costs (one additional hour per week).
- Outline changes to materials fees.
No change to materials fees.

Approvals: Chair of School and Dean of Faculty; possibly VPA's Office, if significant

☐ Approved

☐ Not Approved / Requires Changes


Chair of School/Campus (signature)


Date


Dean of Faculty (signature)


Date

Chair of Servicing School, if required (signature)

Date

Vice-President, Academic, if required (signature)

Date

Degree Audit Report**Catalog:** 2013/2014

Program: BFN5
Department: BUS - Kinlin School of Business
Academic Level: PS
CCD: 8 - 4AcadSem/1200-1400hrs

Name: Business - Finance (Co-op)

Grade Scheme: LG2
Major: BFN4 - Business - Finance
Co-Op Indicator: Mandatory Co-op

Div: BUS - Business and Management**Academic Program Requirement**

Total Credits: 76.00
GPA Requirement: 2.000
Minimum Grade: D

Residency Reqmt: 19.00**Residency Reqmt GPA:** 2.000**Academic Requirement:** BFN4.13 Business Finance - Financial Planning

Major: BFN4
Grade Scheme: LG2
Minimum GPA: 2.000
Minimum Grade:

Subrequirement: Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
ACCT-1004	Principles of Accounting 1	60.00	4.00	
WRIT-1032	Reason & Writing - Business 1	45.00	3.00	
MKTG-1012	Principles of Marketing I	45.00	3.00	
MATH-1052	Business Math	45.00	3.00	
BUSI-1060	Strategies for Success	15.00	1.00	
BUSI-1005	Introduction to Business Processes	45.00	3.00	**

Subrequirement: Level 2

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
ECON-1019	Contemporary Issues in Economics	45.00	3.00	**
FINA-1025	Individual Taxation	45.00	3.00	
MATH-1057	Mathematics of Finance-Accounting	60.00	4.00	
FINA-1040	Consumer Credit	45.00	3.00	
FINA-1042	Mutual Funds in Canada	45.00	3.00	
FINA-1024	Financial Planning	60.00	4.00	

Subrequirement: Level 3

Gen Ed - Take a 3 credit General Education elective course

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
BUSI-1068	Effective Meetings & Presentations	45.00	3.00	

Degree Audit Report

FINA-3032	Investment in Canada	60.00	4.00
INSR-3014	Life & Health Insurance Planning	60.00	4.00
COMM-3020	Professional Communication	45.00	3.00
FINA-1013	Retirement Planning	45.00	3.00

Subrequirement: Level 4

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
	LAWS-3018		Ethics and Law	45.00 3.00
	FINA-1012		Risk Management and Estate Planning	45.00 3.00
FINA-3041	FINA-1011	45.00	Investment Management	4.00 Portfolio management
	FINA-3036		Comprehensive Financial Plan	45.00 3.00
	MGMT-3059		Strategic Client Engagement	60.00 4.00
	FINA-3030		Tax Planning	45.00 3.00
				<hr/> 20 hrs

Subrequirement: Gen Ed - Electives

Take 3 General Education Credits -
Normally taken in Level 3

Subrequirement: Check Residency

Students Must Complete a Minimum of 19 of the Program
Credits at Fanshawe to meet the Residency Requirement and
Graduate from this Program.

M. P.
Approved By Chair/Manager:

Al Belfus
Approved by Dean:

General Education Approved By(as appropriate):

Nov 25, 2012
Department and Date:

Nov. 23, 2012
Date:

Date:

TS
Jan 3/13

Degree Audit Report

Catalog: 2013/2014

Program: BFN4
Department: BUS - Kinlin School of Business
Academic Level: PS
CCD: 8 - 4AcadSem/1200-1400hrs

Name: Business - Finance

Grade Scheme: LG2
Major: BFN4 - Business - Finance
Co-Op Indicator: Optional Co-op

Div: BUS - Business and Management

Academic Program Requirement

Total Credits: 76.00 **Residency Reqmt:** 19.00
GPA Requirement: 2.000 **Residency Reqmt GPA:** 2.000
Minimum Grade: D

Academic Requirement: BFN4.13 Business Finance - Financial Planning

Major: BFN4
Grade Scheme: LG2
Minimum GPA: 2.000
Minimum Grade:

Subrequirement: Level 1

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
ACCT-1004	Principles of Accounting 1	60.00	4.00	
WRIT-1032	Reason & Writing - Business 1	45.00	3.00	
MKTG-1012	Principles of Marketing I	45.00	3.00	
MATH-1052	Business Math	45.00	3.00	
BUSI-1060	Strategies for Success	15.00	1.00	
BUSI-1005	Introduction to Business Processes	45.00	3.00	**

Subrequirement: Level 2

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
ECON-1019	Contemporary Issues in Economics	45.00	3.00	**
FINA-1025	Individual Taxation	45.00	3.00	
MATH-1057	Mathematics of Finance-Accounting	60.00	4.00	
FINA-1040	Consumer Credit	45.00	3.00	
FINA-1042	Mutual Funds in Canada	45.00	3.00	
FINA-1024	Financial Planning	60.00	4.00	

Subrequirement: Level 3

Gen Ed - Take a 3 credit General Education elective course
 Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
BUSI-1068	Effective Meetings & Presentations	45.00	3.00	

Degree Audit Report

FINA-3032	Investment in Canada	60.00	4.00
INSR-3014	Life & Health Insurance Planning	60.00	4.00
COMM-3020	Professional Communication	45.00	3.00
FINA-1013	Retirement Planning	45.00	3.00

Subrequirement: Level 4

Take all of the following Mandatory Courses:

		Total Hours	Total Credits	GE
LAWS-3018	Ethics and Law	45.00	3.00	
FINA-1012	Risk Management and Estate Planning	45.00	3.00	
FINA-3041	FINA-1011 Investment Management	60 45.00	3.00	Portfolio Management
FINA-3036	Comprehensive Financial Plan	45.00	3.00	
MGMT-3059	Strategic Client Engagement	60.00	4.00	
FINA-3030	Tax Planning	45.00	3.00	

20 hours

Subrequirement: Gen Ed - ElectivesTake 3 General Education Credits -
Normally taken in Level 3**Subrequirement: Check Residency**Students Must Complete a Minimum of 19 of the Program
Credits at Fanshawe to meet the Residency Requirement and
Graduate from this Program.

M. P.
Approved By Chair/Manager:

W. Belfin
Approved by Dean:

General Education Approved By(as appropriate):

Nov 25/12
Department and Date:

Nov. 23/2012
Date:

Date:

TG
Jan 3/13

PROGRAM MAPPING																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								</
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PROGRAM REVIEW SUMMARY OF RECOMMENDATIONS

Financial Planning Services (FPS1)

Program Review Committee Chair: Steve Pellarin, General Manager, Small Business Centre
CAC Meeting Accepted: February 4, 2010

External Focus Group Meeting Date: December 1, 2009

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
1 Regulation and Compliance	Assess program curriculum for opportunities to address compliance (e.g., privacy legislation, ethical standards, licensing, fiduciary responsibility).	Could be expanded in existing courses	Each course could expand on the specific requirements within the parameters of the course. Law course should better match program.	Agree	Complete. As a result of assessment, courses have additional content on compliance. Law course is now more focused on industry
2 Industry Certification	Reassess value of including CSC license in program and explore inclusion of mutual funds license.	CSC could be kept as an option for students	A different required text could be used in level 3 and 4. New text would be very similar to CSC and allow for those wishing to pursue the CSC license to attain it.	Agree	In progress. Reassessment to be complete at the end of W11 term. (First cohort of students with mutual funds course in Level 2 will graduate after W11.) Percentage of students enrolling in and completing the CSC has increased.
3 Industry Certification	Assess the feasibility of requiring that students acquire	Students would have to voluntarily report back to Fanshawe as	Students are currently provided the opportunity to	We have to ensure proper separation between college and	Complete. As a result of assessment,

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
	specific external designations as a condition of graduation.	privacy laws prevent access to this information. Timing of these exams would not allow students to graduate in a timely manner. College policy issue?	write most exams on site. They all register for the exams with their material fees.	professional designation organization.	achievement of external designations is not a condition of graduation; however, faculty have increased emphasis on completion of external designations. Participation is high but goal is to increase participation and exam completion. Most students write and complete the mutual funds licensing exam.
4 Career Opportunities & Flexibility	Investigate feasibility of offering different streams in Level 3 and/or 4, allowing students to focus on a particular career path.	Possible with a large enough cohort. The program is currently only 4 semesters and is relatively small.	At present we do not have enough students for this unless we were to look at an optional 3 rd year	At current enrolment levels streaming could make the program financially unviable.	Complete. Investigation revealed streams are untenable given current enrolment.
5 Career Opportunities & Flexibility	Incorporate small business management, business development, and entrepreneurship into curriculum, perhaps as elective(s) or through a "stream". (See above.)	The post grad certificate program has a course along this line. A course would have to be dropped in the diploma to allow for this which would affect industry designation courses.	A student PD day with workshops is already in the works for W10. Industry has supported	We would not want to compromise the professional credential courses but we need more career education experiences in this program.	Complete. Small business management and business development addressed through Professional Development Day and increase in graduate involvement (e.g.,

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
					speakers). Currently investigating a "Pathways" program through improved partnerships with industry.
6 Career Success	Assess program curriculum to ensure it includes behavioural analysis as it relates to customers, and incorporate where feasible.	Could be included in the Strategic Client Engagement course	If an extra hour is granted to complete this additional material. Marketing and BUSI has the extra hour in their program course	This can be evaluated.	Complete. As a result of assessment, a new Strategic Client Engagement course will run for the first time in W11. Behavioural analysis also included in other financial planning courses (e.g., capstone course).
7 Financial Literacy	Assess program curriculum to ensure students receive adequate instruction in financial needs analysis.	Already in process without any significant changes to curriculum or structure	Each course will focus on needs where appropriate. FINA-1024 will introduce students to more terminology. FINA-1024 is moving to level 2 which should assist with this	Agree	Complete. Assessment resulted in necessary changes. Students are seeing benefits for themselves and for clients.
8 Role of Sales	Strengthen focus on and instruction in sales skills. (Related to "Communication" below.)	Possible	Additional hour in Strategic Client Engagement course required. From 3 hours to 4	Financial and curriculum implications will need to be evaluated.	Complete. Mutual funds course and new client course incorporate sales training.

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
9 Personal Awareness	Assess curriculum for opportunities to develop personal awareness (e.g., strengths and weaknesses, attributes of a successful financial planner).	EQi forms the basis of this and is in place for all students in level 1.	This could be integrated into other courses without any significant restructuring	Agree. All faculty to be EQi trained in 2010.	In progress. EQi curriculum is being integrated into Levels 2-4.
10 Career Development	Incorporate a unit on career opportunities into an already existing course.	Quite possible with some restructuring.	A student PD day with workshops is already in the works for W10. Industry has supported	Agree	Complete. See #5 above.)
11 Employability	Incorporate job search skills (e.g., interview skills) into the curriculum.	Participation with career services and supportive employers could allow for this outside the classroom. Adding a course would eliminate a core course.	More speakers and the PD day. COMM course should maybe focus more on this with relevant speakers. HR students have volunteered to assist with mock interviews	Agree	Complete. Professional Development Day, along with student preparation, address job search skills. Career Services will be involved in subsequent events.
12 Employability	Assess curriculum for opportunities to improve instruction in computer skills in general and proprietary software in particular.	Expanded use of computers could be implemented without significant restructuring.	Difficult to select / force a specific company's software without significant justification and support	Previous attempts to integrate proprietary software have been problematic.	In progress. Curriculum changes arising from assessment resulted in increased awareness of software used in industry and improved overall computer skills. Investigating feasibility of having

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
					partners provide controlled access to their systems.
13 Career Success and Progression	Incorporate into the program opportunities for students to develop their soft skills, such as team skills and time management skills.	Team building skills are a possibility but the program structure is largely individual.	Specific courses would need to be targeted for this to be implemented.	Agree	Complete. Several course have increased group work component (e.g., group participation implemented as part of larger projects). Time management skills continue to be critical to student success.
14 Career Success and Progression	Stress, through the program curriculum, the need for graduates to keep current in all aspects of their work.	Lifelong learning is a focus at Fanshawe. Alumni news keeps students up to date and could offer opportunities.	Professors try to bring speakers and real world experiences into the classroom	Agree	Complete. Curriculum stresses role of changing attitudes, environment, and legislation and the critical importance of updated skills.
14 Communication	Improve students' communication skills, both written and verbal.	Build stepping stones into curriculum and leverage the existing courses	Communication courses set the foundation. Presentations course is now generic but can expand to deliver related skills	Agree	Complete. Curriculum now incorporates more written work and enhanced instruction in effective communication.
15 Co-op	Investigate alternatives to optional co-op program.	The restructuring of the program allows students to be more employable after 1 st year. With improved	Individual courses could expand on possible job opportunities on a part time basis.	FP programs can be further integrated into experiential learning model for the LKSB.	Complete. New curriculum should allow many more students to be employed after first

Key Issues (provides context for recommendations)	Recommendations	Implications	Faculty Comment	College Comment	One Year Report
		employer partner support we could assist with placements during 2 nd year to allow students to gain experience. Not possible without employer support.	More experiential learning could be incorporated in existing courses.		year. "Pathways" project should increase this significantly. If not paid positions, students will at least get exposure.